
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3191 - Ada Merritt Elementary School

FeederPattern: Miami Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Carmen Garcia

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ada Merritt Elementary School

As the District's first "commuter" school, Ada Merritt K-8 Center is open to students from the tri-county area of Miami-Dade, Broward, and Monroe counties. It is located at 660 S.W. 3rd Street, Miami, Florida, in an area known as Little Havana. The school opened its doors August 2003 as a Pre-kindergarten through grade two configuration site. In this, its third year, grade configuration is inclusive of Pre-kindergarten through grade four. With each subsequent year, a grade level will be added until a Pre-kindergarten through grade eight configuration is complete. Due to the school's relative infancy and grade configuration, Florida Comprehensive Assessment Test (FCAT) data are available only for the 2004-2005 third grade students. Current enrollment at Ada Merritt K-8 Center is 521 students. The school is designed to meet community demands for choice programs that offer rigorous academic standards. The Ada Merritt K-8 Center curriculum design was created to expand multilingual education and increase opportunities for students to become bilingual and bi-literate. The school incorporates three instructional programs that enhance the learning opportunities for students. First, the internationally recognized Baccalaureate Primary Years Program (PYP) is a rigorous and comprehensive approach to teaching and learning that focuses on the development of the whole child. With an international focus, it addresses the academic, social, physical, emotional, and cultural needs of the students. It combines the best research and practices from a range of national systems with a wealth of knowledge and experience from international schools around the world. Along with tremendous district support and a very active parent community, school personnel are seeking official authorization from the International Baccalaureate Organization to be a fully authorized and recognized International Baccalaureate Primary Years Program school. Second, we implement a Dual Language Program in which every student spends sixty percent of the day in English language instruction and forty percent of the day in a second language. Students may choose Spanish or Portuguese as a second language. Third, students have the opportunity to enter either the Spanish International Studies (IS) Program or the Portuguese International Education (IE) Program where they receive additional enrichment in their chosen second language, both of which are supported by foreign organizations (i.e. Embajada de España, Centro Cultural do Brasil).

Given instruction using Sunshine State Standards, ninety five percent of the students in grades three and four will score at FCAT Achievement Level 3 or above on the 2006 FCAT Reading subtest.

Given instruction using Sunshine State Standards, ninety-eight percent of the students in grades three and four will score at FCAT Achievement Level 3 or above on the 2006 FCAT Mathematics Test.

Given instruction using Sunshine State Standards eighty percent of the students in grade four will score at or above the District mean on the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, the students in grades two through four will improve their knowledge of basic science skills and concepts as evidenced by a five percentage point increase in the number of students performing at eighty percent or above on the school site developed post-test administered in the spring of 2006 as compared to the school site developed pre-test administered in the fall of 2005.

Given the District's focus on parental involvement, the school will increase the level of parental involvement by five percent in school sponsored events when compared to attendance logs of 2004-2005 school year.

Given the need to establish an environment that is safe and conducive to learning, the percent of parents responding positively on the School Climate Survey to safety and security items will increase by one percentage point when compared to the 2004-2005 school year.

Given the need to develop, reinforce, and improve communication through technology, the percent of staff members using technological applications for information, communication, compliance with District initiatives, and to effectively enhance instruction, will increase by five percent.

The students in grade four will achieve an increase of a three percentage point as measured by the FITNESSGRAM pre- and post-test.

In grades two through four students will produce a product in art class that is related to one of the units they are studying.

Ada Merritt K-8 Center will rank statewide on the next publication of the index.

This document presents the schools' goals and objectives for the 2005-2006 school year. In the areas of Reading and Mathematics, we hope to maintain the scores achieved by the 2004-2005 third graders of Ada Merritt K-8 Center. In the area of Writing, the current fourth grade students will be the first group to take the Florida Comprehensive Achievement Test (FCAT) Writing+ Test and thus will set a baseline for our school. In the area of Science, the school has developed an in-house pre/post test for students in grades two through four, which we will use to measure the yearly gains of Science content knowledge. For Parental Involvement, we will increase in the number of parents attending school-sponsored events. Our goal in Discipline and Safety is to provide a safe learning environment for all students by establishing school-wide discipline and attendance policies. In the area of Technology, we will increase efficient communication among staff, through the use of electronic mail and technology as a form of communication. For the Special Areas, our goal is to increase the integration of the visual arts into the general curriculum. Through these goals we expect to continue to grow and develop as a learning community that nurtures the hearts and minds of all who enter. The organization analyzed the September 2005 Organizational Performance Improvement Snapshot Survey and concluded that the two weakest areas were Business Results and Strategic Planning, scoring 4.0 and 3.4 respectively out of 5.0 possible points.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Ada Merritt Elementary School

VISION

The vision of Ada Merritt K-8 Center is to create a vibrant learning community that nurtures, develops, and respects its individual members and its broad community of stakeholders.

MISSION

Ada Merritt K-8 Center provides and supports a rigorous dual language international education program that values and promotes the acquisition of a second language and embraces international perspectives and attitudes through a unique and high quality education for our diverse community of learners.

CORE VALUES

Excellence

We pursue high standards and strive for personal, professional, and academic excellence.

Kindness, Humility and Open-mind

We honor a kind, humble heart and open mind to ensure that we continue to grow and prosper as individuals, while helping others do the same.

Respect, Integrity and Civility

There is a common expectation that respect, integrity, and civility will be norm in how we deal with our students, their families, the broader community, and one another.

Service, Collaboration, and Dedication

We believe that through our collaborative efforts and passionate dedication to the educational success of our students, we are able to foster a love of learning and commitment to service for the empowerment and improvement of ourselves and of those we impact.

School Demographics

The student membership reflects a diverse population representative of fourteen percent African American, fifty-one percent Hispanic, twenty-five percent White, and ten percent Asian/Indian Multiracial.

The student population is comprised of twenty-nine percent receiving free or reduced lunch. There are thirty-four percent are Limited English Proficient (LEP) and four percent are Exceptional Student Education (ESE) students serviced at our school.

Of the teaching staff, Ada Merritt K-8 Center employs 46 full-time staff members and 13 part-time staff members. The breakdown of full-time staff is as follows: 2 administrators, 1 guidance counselor, 1 media specialist/reading coach, 1 paraprofessional, 3 clerical, 4 custodial, 1 cafeteria manager, and 33 teachers. The breakdown of teachers is as follows: 3 exceptional education, 4 special area, 1 lead teacher, and 25 classroom teachers (5 are new to this school and 34 hold advanced degrees). The breakdown of part-time staff is as follows: 4 classroom paraprofessionals, 5 cafeteria workers, 2 security monitors, and 2 custodial service worker.

School Foundation

Leadership:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, whereas the weakest in that section was the staff's opinion of the organization, item 1g. Based on aforementioned results, it is evident that the administration and the EESAC have collaboratively defined a vision and established goals for the improvement of student achievement. The administration and elected members of the EESAC use consensus management to improve the potential of every student.

District Strategic Planning Alignment:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning was analyzing progress, item 2c, whereas the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration and the elected members of the EESAC follow the Sunshine State Standards, district, and state guidelines, School Improvement Plan, and Academic Improvement Plans in order to accomplish the school's goals and objectives.

Stakeholder Engagement:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and identification of the stakeholders, item 3a, whereas the weakest in that section was the staff's input in the decision making process, item 3e. The stakeholders at Ada Merritt K-8 Center are provided extended learning opportunities addressing remedial, basic, and advanced academic needs.

Faculty & Staff:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was the ability to individually measure quality of work, item 4a, whereas the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The administration and elected members of the EESAC have a team approach to the overall function of the school. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Teams, networking, and other team building events.

Data/Information/Knowledge Management:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was the staff's comfort and safety, item 5e, whereas the weakest in that section was the individual recognition of work performed by staff members, item 5d. The organization has monitored staff performance through the PACES, Certification, Professional Development Plans (PDP), and End of the Year Evaluations. The staff members are encouraged and provided opportunities to participate in a variety of workshops and inservices, which enhances the school's efficiency.

Education Design:

Not Applicable

Performance Results:

The September 2005 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance/Business Results was the organization's legal and ethical ways of which it runs, item 7f, whereas the weakest in that section was the organization's sharing of financial issues with the staff, item 7c. The organization has used the 8-Step Continuous Improvement Model to monitor and improve student scores, attendance, suspensions, and drop-out rates. The organization's highly experienced staff, truancy program, assessment platforms, district and state guidelines, and best practices have helped improve the performances to achieve and maintain a high quality education.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Students in grades three and four will score at or above FCAT Achievement Level 3 on the 2006 FCAT Reading Test.

Needs Assessment

Due to the school's existing grade configuration of pre-kindergarten through grade four, the only data available are from the grade three 2005 FCAT Reading Test. The results of the 2005 FCAT Reading Test, for first time third graders at Ada Merritt K-8 Center, provide baseline data. The data indicate that ninety-five percent of students scored at FCAT Achievement Level 3 and above. To maintain the percentage achieved we will implement the strategies that follow.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards, ninety five percent of the students in grades three and four will score at FCAT Achievement Level 3 or above on the 2006 FCAT Reading subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop, modify, and implement the long range curriculum plans that are aligned to the Sunshine State Standards and Primary Years Program requirements.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/26/2006
Conduct Academic Improvement Plan (AIP) conferences to monitor student progress as evidenced by class assignment roster and parental signatures.	Assistant Principal, Classroom Teachers	9/5/2005	5/24/2006
Analyze testing data in order to plan instruction and instruct using effective use of time as evidenced by EduSoft reports.	Principal, Assistant Principal, Reading Leader, Classroom Teachers	9/5/2005	5/24/2006
Identify students in grade four who scored at FCAT Achievement Level 2 on the 2005 FCAT Reading Test and grade three students who scored in the bottom twenty-fifth percentile in the 2005 Stanford Achievement Test (SAT) in order to implement a small group instruction program utilizing a reading intervention program such as Quick Reads.	Assistant Principal, Classroom Teachers, Tutors	10/31/2005	2/24/2006
Implement a school-wide, grade level format for a Home Reading Log to increase the number of students practicing independent reading.	Assistant Principal, Classroom Teachers, Students Parents	9/5/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Basal Series, Riverdeep, and Quick Reads (Voyager)

Professional Development

Houghton Mifflin Reading Basal Series, Guided Reading demonstration and training, Eight-step Continuous Improvement Model

Evaluation

2006 FCAT Reading Test and 2006 SAT Reading Test scores, Data from District Reading Assessments,
Item analysis data provided by EduSoft

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Students in grades three and four will score at or above FCAT Achievement Level 3 on the 2006 FCAT Mathematics Test.

Needs Assessment

Due to the school's existing grade configuration of pre-kindergarten through grade four, the only data available are from the grade three 2005 FCAT Mathematics Test. The results of the 2005 FCAT Mathematics Test indicate that ninety-eight percent of last year's third grade students scored at FCAT Achievement Level 3 or above. To maintain the percentage achieved we will implement the strategies that follow.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards, ninety-eight percent of the students in grades three and four will score at FCAT Achievement Level 3 or above on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Everyday Mathematics as the primary mathematics instructional program, using Unit Progress Checks, Mid-Year, and End-of-Year Progress Checks to monitor student progress.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Develop, modify, and implement the long range curriculum plans that are aligned to the Sunshine State Standards and Primary Years Program requirements.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Identify students in grade four who scored at a FCAT Achievement Level 2 on the 2005 FCAT Mathematics subtest and grade three students who scored in the bottom twenty-fifth percentile in the 2005 SAT in order to implement a small group instructional program utilizing a mathematics intervention program such as Riverdeep.	Assistant Principal, Classroom Teachers, Tutors	10/31/2005	2/24/2006
Analyze testing data to determine student needs and instruct using best teaching practices as evidenced by Edusoft reports.	Principal, Assistant Principal, Classroom Teachers	9/5/2005	5/24/2006
Conduct Academic Improvement Plan (AIP) conferences to monitor student progress as evidenced by class assignment roster and parental signatures.	Assistant Principal, Classroom Teachers, Parents	9/4/2005	5/24/2006
Increase the number of teachers who are trained in CRISS strategies.	Principal, Assistant Principal, Identified Teachers	10/31/2005	5/24/2006

Research-Based Programs

Everyday Mathematics, Riverdeep, CRISS strategies

Professional Development

Everyday Mathematics, CRISS training, Riverdeep training

Evaluation

2006 FCAT Mathematics Test and 2006 SAT Reading Test scores, Data from District Mathematics Assessments, Item analysis data provided by EduSoft.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Students in grade four will score at or above the District mean on the 2006 FCAT Writing+ Test.

Needs Assessment

Due to the school's existing grade configuration of pre-kindergarten through grade four, FCAT writing data are not available for the 2004-2005 school year. Baseline data in the area of writing need to be established and instructional strategies developed and implemented to ensure that state standards in writing are met.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards eighty percent of the students in grade four will score at or above the District mean on the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of teachers who are trained in CRISS strategies.	Principal, Assistant Principal Identified Teachers	10/31/2005	5/24/2006
Provide writing workshops for teachers.	Principal, Assistant Principal, Identified Teachers	10/31/2005	5/24/2006
Analyze testing data to determine student needs and instruct using best teaching practices as evidenced by the implementation of monthly prompts.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	9/5/2005	5/24/2006
Develop, modify, and implement the long range curriculum plans that are aligned to the Sunshine State Standards and Primary Years Program requirements.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Provide students with opportunities to enter writing contests such as the Hispanic Heritage Writing and Art Contest.	Principal, Assistant Principal, Classroom Teachers, Parents	8/8/2005	5/24/2006
Provide activities for students that teach them how to use the scoring rubric for self and peer writing review.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin, CRISS Strategies

Professional Development

CRISS training, Writing Standards and Best Practices in Writing workshops (both in-house and provided by the District)

Evaluation

Scores on 2006 FCAT Writing+ Test, Monthly Writing Prompts

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Students will acquire the science process skills and knowledge they need to meet state standards in science.

Needs Assessment

Baseline data in the area of science needs to be established and instructional strategies developed and implemented to ensure that state standards in science be met.

Measurable Objective

Given instruction using the Sunshine State Standards, the students in grades two through four will improve their knowledge of basic science skills and concepts as evidenced by a five percentage point increase in the number of students performing at eighty percent or above on the school site developed post-test administered in the spring of 2006 as compared to the school site developed pre-test administered in the fall of 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop, modify, and implement the long range curriculum plans that integrate science with other subjects and that are aligned to the Sunshine State Standards and Primary Years Program requirements.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Implement use of Full Option Science Systems (FOSS) Kits for hands-on exploration and inquiry in all grades.	Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Provide in-house training for teachers in use of FOSS Kits.	Principal, Assistant Principal, Science Specialist, Classroom Teachers	8/8/2005	5/24/2006
Create and administer a Pre- and Post-Science Test.	Assistant Principal, Classroom Teachers	10/3/2005	5/24/2006
Implement an annual Science Fair in which students conduct experiments and display results in a public forum.	Principal, Assistant Principal, Media Center Specialist, Classroom Teachers, Science Fair Committee	4/3/2006	4/28/2006

Research-Based Programs

McGraw-Hill Science Florida Edition, FOSS Kits

Professional Development

FOSS Training

Evaluation

School-site developed pre-/post-test, McGraw-Hill Science Florida Edition

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

The school will assist parents in becoming more involved in promoting literacy, student achievement, and articulating the Primary Years Program (PYP).

Needs Assessment

A review of the 2004-2005 parent surveys identified the need to establish a parent resource center in our school to help them promote literacy and academic achievement.

Measurable Objective

Given the District's focus on parental involvement, the school will increase the level of parental involvement by five percent in school sponsored events when compared to attendance logs of 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase hours that the Media Center is accessible to parents (before and after school).	Principal, Assistant Principal, Media Specialist, Media Specialist Assistant	10/31/2005	5/5/2006
Implement school-wide Home Reading Logs signed by parents.	Principal, Assistant Principal, Classroom Teachers, Students, Parents	8/8/2005	5/24/2006
Conduct parent workshops to inform about the PYP Program and how they can support the curriculum.	Principal, Assistant Principal, Lead Teacher, Classroom Teachers	9/5/2005	5/24/2006
Conduct parent workshops focusing on ways to improve student achievement.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Facilitate home/school communication and workshops for parents (both in-house and through the Parent Academy).	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Establish an in-school and after-school volunteer parent reading program.	Principal, Assistant Principal, Reading Coach, Lead Teacher, School Counselor, Parents	10/31/2005	5/24/2006

Research-Based Programs

National PTA Standards

Professional Development

Parents will receive trainings in the Primary Years Program and in becoming more involved in their child's education.

Evaluation

Attendance logs, Survey participation, Parent sign in log at Media Center

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Ada Merritt K-8 Center will provide a safe learning environment for all students.

Needs Assessment

The attendance of students and staff is directly affected by the working and learning environment. When stakeholders do not feel safe, attrition of staff and students becomes evident.

Measurable Objective

Given the need to establish an environment that is safe and conducive to learning, the percent of parents responding positively on the School Climate Survey to safety and security items will increase by one percentage point when compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide adequate supervision and security throughout the school as needed (i.e. cafeteria, entry points).	Principal, Assistant Principal	8/8/2005	5/24/2006
Implement and monitor an incentive program to encourage good behavior in the cafeteria (i.e. Merritt Cafe Lunch Bunch).	Assistant Principal, Counselor	9/5/2005	5/24/2006
Increase the number of staff members trained in life-saving techniques.	Principal, Assistant Principal	8/8/2005	5/24/2006
Implement effective dismissal procedures for After Care Program.	Principal, Assistant Principal, After Care Manager, After Care Staff	10/3/2005	5/24/2006
Establish and implement a school-wide discipline plan.	Principal, Assistant Principal, Counselor, All Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The School Climate Survey will be used as the evaluation tool for this objective.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Increase the technological literacy and practice of faculty and staff.

Needs Assessment

Due to time constraints, communication among staff members becomes difficult. In order to facilitate efficient communication among staff, we need to develop better use of electronic mail and technology as a form of communication. In addition, more familiarity with and frequent use of technological resources available will encourage staff to use it more often and effectively with students.

Measurable Objective

Given the need to develop, reinforce, and improve communication through technology, the percent of staff members using technological applications for information, communication, compliance with District initiatives, and to effectively enhance instruction, will increase by five percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide staff with computers at their workstations/classrooms.	Principal, Microsystems Technician, Parent Teacher Association (PTA)	10/3/2005	5/24/2006
Provide trainings for staff on using technology for internal communication in the school environment.	Principal, Assistant Principal, Lead Teacher, Microsystems Technician	10/3/2005	5/24/2006
Provide orientations for staff on software programs available in the school.	Principal, Assistant Principal, Microsystems Technician	10/3/2005	5/24/2006
Increase the number of computers in each classroom for student use.	Principal, Microsystems Technician	10/3/2005	5/24/2006
Create and administer pre-/post survey for teachers on feelings of comfort with using technology.	Assistant Principal, Microsystems Technician	10/3/2005	5/24/2006
Provide school-wide training on Excelsior Electronic Grade Book.	Principal, Microsystems Technician	10/3/2005	5/24/2006

Research-Based Programs

Riverdeep

Professional Development

Training on Excelsior Electronic Grade Book, Atomic Learning, Training on using technology for internal communication in the school environment, Orientations to software programs available in the school, and Atomic Learning

Evaluation

School-site created teacher survey on their level of comfort in using technology as a form of communication.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

Develop and increase health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles.

Needs Assessment

Due to the school's existing grade configuration of pre-kindergarten through grade four, physical fitness data are not available for the 2004-2005 school year. Baseline data in the area of physical fitness need to be established and instructional strategies developed and implemented to ensure that state standards in physical fitness be met. To properly assess both student fitness performance and programmatic success, a pre- and post-test will be administered to determine student baseline measures. Student health-related fitness will be assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

The students in grade four will achieve an increase of a three percentage point as measured by the FITNESSGRAM pre- and post-test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a FITNESSGRAM pre- and post-test to determine baseline measures.	Assistant Principal, Physical Education Teacher	9/4/2005	5/24/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Principal, Assistant Principal, Physical Education Teacher	9/5/2005	5/24/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal, Assistant Principal	9/5/2005	5/24/2006
Develop an action plan to ensure that goals and objectives are met.	Principal, Assistant Principal, Physical Education Teacher	9/5/2005	5/24/2006
Ensure nutrition, hygiene, and health activities are encompassed in the instructional program.	Principal, Assistant Principal, Physical Education Teacher	9/5/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Administration of pre- and post- FITNESSGRAM test.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

The students will develop an appreciation of visual art.

Needs Assessment

Given the current curriculum being utilized (Primary Years Program), a need for increased collaboration between the art teacher and classroom teachers exists. This will enhance the learning experience by appealing to the multiple intelligences.

Measurable Objective

In grades two through four students will produce a product in art class that is related to one of the units they are studying.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the use of PYP Special Area Curriculum Integration Form.	Assistant Principal, Art Teacher, Classroom Teachers	9/5/2005	5/24/2006
Promote a school-wide art exposition to display student art work.	Assistant Principal, Art Teacher	9/5/2005	5/24/2006
Bring guest artists to the school.	Principal, Assistant Principal, Art Teacher	9/5/2005	5/24/2006
Expose students to various media in the visual arts.	Assistant Principal, Art Teacher	9/5/2005	5/24/2006
Pilot sketchbook journals in one classroom using visual arts as a catalyst for writing.	Principal, Assistant Principal, Classroom Teacher	9/5/2005	5/24/2006
Participate in the Miami-Dade County Fair and Exposition art competitions.	Assistant Principal, Art Teacher	11/7/2005	3/31/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Number of products produced by students related to units of study.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Ada Merritt K-8 Center will rank statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Ada Merritt had no Return on Investment value because it did not meet the necessary criteria.

Measurable Objective

Ada Merritt K-8 Center will rank statewide on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, i.e. private foundations, volunteer networks.	Principal, Assistant Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Principal, Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Ada Merritt K-8 Center will show progress by reaching a ranking status.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC reviewed the budget for the 2005-2006 school year and will be making adjustments and recommendations for expenditures.

Training:

The EESAC reviewed the School Improvement Plan and the trainings identified.

Instructional Materials:

The EESAC will be provided with input from school stakeholders to select instructional and supplemental materials.

Technology:

The EESAC met and discussed needed purchases for hard and software at the school site.

Staffing:

The EESAC met and discussed the possibility to purchase paraprofessionals and hourly personnel to increase classroom support.

Student Support Services:

The EESAC discussed strategies to provide students with support services in the development of the School Improvement Plan.

Other Matters of Resource Allocation:

The EESAC will be reviewing additional budgeted monies remaining in Capital Expenditure budgets and recommending expenditures.

Benchmarking:

The EESAC will be discussing means in which to assess progress throughout the course of the school year. Recommendations will be made to maintain and increase student achievement.

School Safety & Discipline:

The EESAC has reviewed strategies to provide and maintain a safe learning environment as outlined in the School Improvement Plan.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent